

ARTS & HUMANITIES NEWS

Kentucky Department of Education

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Program Review and Content Standards Update

During the regular legislative session of 2009, the Kentucky legislature, through Senate Bill 1, mandated a massive overhaul of the Kentucky educational system. This overhaul affected not only how student learning is assessed, but the content as well. To that end, the staff of the Kentucky Department of Education (KDE) has dedicated endless hours to implement the changes in short period of time.

A major aspect of the legislation, codified in KRS 158.6453, was the development of Program Reviews in arts & humanities, practical living/career studies and writing. The Program Reviews began as pilots in a handful of elementary school arts programs in 2008.

For nearly a year and a half, a team of dedicated arts education professionals representing all grade levels, administrators and all four arts disciplines have tirelessly gathered research-based best practices and developed the current draft. When completed, schools will rate their comprehensive arts programs and submit their findings to KDE as a part of the school's accountability.



Most importantly, though, the Program Reviews should inform the school about the quality of an arts education that it is delivering to the students and is an ongoing process for schools to utilize to build toward and sustain the fully functioning level.

Senate Bill 1 also called for standards revisions in all academic content areas. Now, a group of national organizations in arts education and other stakeholders in the arts are developing national learning expectations in the arts. This work won't necessarily be a re-writing of the current National Standards for Arts Education, but will encompass the most current research, national and international benchmarks, 21st-century skills and literacy in the arts. This work is proposed to be ready for review in December of 2011 and ready for full implementation in December of 2013. Arts educators at all levels will be included in the process.

Happy Holidays and Best Wishes for the New Year



In May of 2009, I closed down my classroom as I had done for the previous 27 years; fully expecting to pull it back together in a couple of months. It had been a great year, with the largest number of AP Studio Art portfolios sub-

mitted (and ultimately successful) in my 10 years at Spencer County High School.

After a whirlwind of events, I found myself sitting in the Arts and Humanities Consultant's chair here at KDE that August. It has been a fantastic year and a half; and, as I make my way through my 30th year in art education, I can truly say

that I have enjoyed the challenges and opportunities put before me.

I have worked with the finest arts educators in the United States and look forward to continuing to helping to build an arts education program that will become a national model.

I wish you all a joyous holiday season and a great new year.

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The KDE offices will be closed December 23, 24, 30 and 31.

Timeline for Implementation of Standards, Assessments and Accountability as Required by 2009's Senate Bill 1

The Kentucky Department of Education continues to move forward in its work to fully develop and implement the mandates of SB 1. In his 'Fast Five on Friday' message to superintendents on November 19, KDE Commissioner Terry Holliday charted the timeline for the implementation of the various components of SB 1, as requested by superintendents and educators around the state. You may access the chart [here](#).



Standards, 2010-11:

- ◇ Revisions: K-12 standards in English/language arts and mathematics are available.
- ◇ Professional Development: Provided on new standards, assessment literacy and highly effective teaching and learning strategies through Content and Leadership Networks. Focus on English/language arts, math.
- ◇ Curriculum Framework: K-12 framework developed incorporating new standards in English/language arts and math. Expected to release in June/July 2011.

Standards, 2011-12:

- ◇ Revisions: K-12 science standards are developed at the national level.
- ◇ Professional Development: Provided on new standards, assessment literacy and highly effective teaching and learning strategies through Content and Leadership Networks. Focus on science.
- ◇ Curriculum Framework: K-12 framework developed, incorporating new standards in science.

Standards, 2012-13:

- ◇ Revisions: Standards in social studies, practical living/career studies and arts & humanities.
- ◇ Professional Development: Provided on new standards, assessment literacy and highly effective teaching and learning strategies through Content and Leadership Networks. Focus on social studies, practical living/career studies and arts & humanities.
- ◇ Curriculum Framework: K-12 framework developed incorporates new standards in remaining content areas.

Accountability, 2010-11:

- ◇ The Kentucky Board of Education (KBE) adopts regulation for using Program Reviews and Working Conditions Survey (TELL). TELL survey administered. Program Review rubrics and model are developed.

Accountability, 2011-12:

- ◇ Baseline computed for Program Reviews. Implementation of Program Reviews required for all schools.

Accountability, 2012-13:

- ◇ First-year Program Review results and Working Conditions Survey in accountability for full implementation.

There are four components to the current accountability model: Next Generation Learners; Next Generation Professionals; Next Generation Support Systems; and Next Generation Schools/Districts. The three Program Reviews fall under Next Generation Support Systems.

The Next Generation Learners component encompasses achievement, gap, growth, readiness for college/career and graduation rate. KBE will approve regulations and implement over the next three years.

Next Generation Professionals covers the components of percent of effective teachers and leaders. Over the next three years, rubrics will be developed for teacher and principal evaluations, an evaluation system will be piloted in districts, and the evaluation system will be validated statewide. The evaluation system enters accountability in 2013-14.

A revised School Report Card and the new accountability system are the components of Next Generation Schools and Districts. In the three-year time frame, KBE will adopt regulations, the percentage of schools proficient in districts will be reported, then a revised school report card will be piloted and validated and fully implemented and included in accountability.

Many pieces make up assessment. KDE will utilize the Kentucky Core Content tests in reading, mathematics, science, social studies and writing on-demand along with the EXPLORE (grade 8), PLAN (grade 10) and ACT (grade 11). Additionally, blended criterion/norm-referenced tests will be used in grades 3-8 based on the Kentucky Core Academic Standards in reading, writing, mathematics, science and social studies based on *Core Content 4.1*. End-of-course exams will roll out in several high school courses beginning in 2011-12 based on the Kentucky Core Academic Standards in reading, writing and mathematics and science and social studies based on *Core Content 4.1*.

Arts Educators Wanted for Technology Survey

Project Tomorrow's online survey is open to students, educators, future educators and parents. The survey provides participating organizations such as the National Arts Education Association with a quick and easy way to collect authentic feedback from stakeholders and constituents on important education issues. To date, Speak Up has collected and reported on the views of more than 1.85 million K-12 students, teachers, administrators and parents representing more than 23,000 schools in all 50 states. Education, business and policy leaders report using Speak Up data regu-

larly to inform federal, state and local education programs. Help make sure the voice of arts education is included!



This year's Speak Up Survey is open and will close on Friday, December 17. Students, parents and educators are encouraged to participate and give their input on what is important to them in education. You can participate in the survey at www.speakup4schools.org/speakup2010.

Project Tomorrow, formerly known as NetDay, is the nation's leading education non-profit group dedicated to ensuring that today's K-12 students are well-prepared to become tomorrow's leaders, innovators and engaged citizens of the world. It believes that by supporting the innovative use of technology resources in K-12 schools and communities, students will develop the critical thinking, problem solving and creativity skills needed to compete and thrive in the 21st century. For more information about Project Tomorrow and Speak Up, visit www.tomorrow.org.

GSA — calling all high school artists!

More than 700 high school artists registered for the Kentucky Center Governor's School for the Arts (GSA) ArtShops, which took place in November in six communities across the Commonwealth. Students from around the state experienced hands-on arts workshops in Morehead, Paducah, Lexington, Somerset, Louisville and Owensboro, designed to help prepare them for the GSA Auditions and Reviews in March.

Students had the opportunity to partici-



Monologue work with GSA drama faculty and Kentucky Arts Council Director of Education Carrie Nath.

ate in a master class in their particular art form, led by a GSA faculty member or guest artist. Students also learned about the GSA summer program, audition

and application procedures, and arts opportunities in their area. The event was free to all participants thanks to funding from the W. Paul

and Lucille Caudill Little Foundation, Steele Reese Foundation, YUM! and *Class 101*. ArtShops are open to all freshmen, sophomores and juniors each year, so mark your calendar for November 2011.

The application deadline for the 2011 GSA summer program is December 31. GSA is a three-week arts residency that takes place on the campus of Transylvania University in Lexington for 225 young artists selected from a statewide audition and review process. For information on the GSA art forms and audition/portfolio requirements, visit

GSA faculty Scott Locke (Murray State University) works one-on-one with a young trombonist on his prepared solo.



Visual art student hard at work on a 3-d piece.

Photos by Rylan Tuohy, GSA Alumni in New Media, 2010

the ART FORMS menu on the GSA website (see below). Please note that any sophomore or junior can apply in up to two art forms; students need not be nominated for GSA, and there is no GPA requirement

For more information on GSA, visit kentuckygsa.org or call the Helpline,



State Marching Band Competition



The AAA State Champion Adair County High School drum major accepts the band's award from Kent Sanders of At-Ease Travel, KMEA President Joe Stites and Commissioner of Education Terry Holliday. (All photos by Steve Bates, Custom Photo, courtesy of KMEA.)

On October 30, 80 high school marching bands converged in Louisville for the Kentucky Music Educators Association's 25th annual State Marching Band Championships. This event marked the summation of an exciting

season of hard work and artistic achievement by 129 competing marching bands across the Commonwealth.

During the course of the competition season, which began the Saturday after Labor Day, 123 bands qualified for Championship consideration by receiving a score of 60 or higher from a

panel of judges at a KMEA-sanctioned contest.

On October 23, bands faced off at ten Regional Quarterfinal assessment events, each band seeking to be among the eight highest scoring bands in its region and class. The eight highest scoring bands from each east or west Regional Quarterfinal advanced to Semifinals on the following weekend.

KMEA separates bands into five classes according to school size, and the 16 semifinalists from each class meet at an assigned site on the day of the Championships and compete to produce four finalists. The four select bands from each class appear that evening at the grand showcase, the Finals competition of the State Marching Band Championships, held this year at Papa John's Cardinal Stadium on the campus of the University of Louisville.

This year, the finalists and state champions were:

Washington County, 1st place and state champion, Glasgow.

- ◇ Class AAA: 4th place, Boyle County; 3rd place, Taylor County; 2nd place, Bourbon County; 1st place and state champion, Adair County.
- ◇ Class AAAA: 4th place, John Hardin; 3rd place, South Oldham; 2nd place, Grant; 1st place and state champion, Madisonville North Hopkins.
- ◇ Class AAAAA: 4th place, Madison Central; 3rd place, North Hardin; 2nd place, Lafayette; 1st place and state champion, Paul Laurence Dunbar.

Commissioner of Education Terry Holliday, who began his education career as a school band director, was the guest of honor at the awards ceremony, assisting in the presentation of awards to all the finalist bands.



Beechwood High School trumpets

season of hard work and artistic achievement by 129 competing marching bands across the Commonwealth.

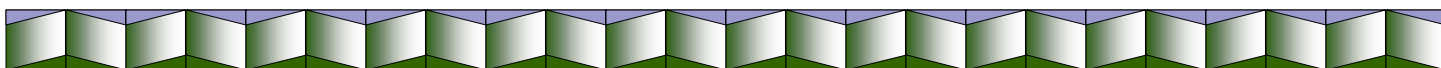
During the course of the competition season, which began the Saturday after Labor Day, 123 bands qualified for Championship consideration by receiving a score of 60 or higher from a

- ◇ Class A: 4th place, Mayfield; 3rd place, Murray; 2nd place, Williamstown; 1st place and state champion, Beechwood.

- ◇ Class AA: 4th place, Danville; 3rd place, Green County; 2nd place,



North Hardin High School color guard



Kentucky Art Education Association Conference Highlights

Every year, the Kentucky Arts Education Association celebrates those in the profession who excel at what they do. This year, a fabulous group of people were honored at the Awards Gala during the 2010 KyAEA Fall Conference. Congratulations to our 2010 Teacher Of The Year Award Recipients.

- ◇ **Elementary Art Teacher Of The Year:** Miles Johnson, Meadowthorpe Elementary (Fayette County)
- ◇ **Middle School Art Teacher Of The Year:** Jennifer Sims, Munfordville School (Hart County)
- ◇ **Secondary Art Teacher Of The Year:** Terri Schatzman, Dixie Heights High (Kenton County)
- ◇ **Independent Teacher Of The Year :** Gloria Carrico, Bowling Green Christian Academy
- ◇ **Volunteer Advocacy Coordinator Of The Year:** Deborah Borrowdale Cox, the University of Kentucky Art Museum
- ◇ **Supervisor /Administrator Of The Year:** Larry Vick, Owensboro Board of Education
- ◇ **Museum Outreach Coordinator Of The Year:** Jerry Baker

This year's student exhibit was chock-full of fantastic student work.

K-3:

- ◇ 3rd Place: Aiden H., Moyer Elementary (Ft. Thomas Ind.), Nikki Everett, teacher
- ◇ 2nd place: Hannah C., Southern Elementary (Pendleton Co.), Lori Kelley, teacher
- ◇ 1st Place: Mallory K., Southern Elementary, Lori Kelley, teacher

4th -6th :

- ◇ 3rd place: Janie S., Owensboro Middle, Sandy Hayden, teacher
- ◇ 2nd place: Paul T., Moyer Elementary, Nikki Everett, teacher
- ◇ 1st Place: Morgan P. , Southern Elementary, Lori Kelley, teacher

7th-9th :

- ◇ 3rd place: Jessica T., Woodland Middle (Kenton Co.), Sarah Horn, teacher
- ◇ 2nd place: Taylor C., Warren East Middle, Missi Carini, teacher
- ◇ 1st place: T. J. S., Warren East Middle, Missi Carini, teacher

10th -12th, 2-Dimensional:

- ◇ 3rd Place: Brenna F., Harrison County High, Nicolette Mallory, teacher
- ◇ 2nd place: Tatiana S., Waggener High (Jefferson Co.), Monica Schwendau, teacher
- ◇ 1st place: Aspen G., Knott County High, Carolyn Gibson, teacher

3-Dimensional:

- ◇ 3rd place: Nate M., Dixie Heights High (Kenton Co.), Jennifer Baldwin, teacher
- ◇ 2nd place: Mikaila P., South Oldham High, Becky Kelm, teacher

- ◇ 1st place: Michayla L., Pendleton County High, Michelle Lustenberg, teacher

Several teachers had the honor of displaying their work along side the students. Taking honors were:

2-D:

- ◇ 1st Place - Michelle Lustenberg, Pendleton County, "Glimpse"
- ◇ 2nd Place - Emily Hendrickson, Union Co., "Cameo"
- ◇ 3rd Place - Jennifer Fritsch, Glasgow Ind., "Can you show me to the open part of my soul?"

3-D:

- ◇ 1st Place - Sarah Horn, Kenton Co., "She Loved The Feel Of Mud Betwixt Her Fingers"
- ◇ 2nd Place - Lori Kelley, Pendleton Co., "Pot Belly Pot"
- ◇ 3rd Place - Monica Schwendau, Jefferson Co., "Butternut Squash"



A sampling of work from the teachers' competition at the KyAEA conference in Bowling Green.

Kentucky Theatre Association One Act Plays Festival

The Kentucky Theatre Festival, which is the state affiliate of American Association of Theatre in Education (AATE), held its annual conference in Danville November 4-7. The High School One Act Play Festival this year brought 16 schools to Newlin Hall in the Norton Center for the Performing Arts at Centre College.

This venue gave students the rare opportunity to perform on a stage that also hosts touring productions of major Broadway musicals. The plays were performed on Friday, November 5 and Saturday, November 6. This is the state-level festival leading to the spring regional festival hosted by the Southeastern Theatre Conference (SETC) at its annual conference set for Atlanta in 2011. Schools compete for the opportunity for two productions to represent Kentucky at the SETC Festival, in which 10 southern states compete.

Four of the 16 schools were performing at KTA's Festival for the first time, and the judges awarded Best Newcomer to Corbin High School for its production of *Harvey*. Each year the judges also recognize one performance from each production for excellence,



Antigone, Martha Layne Collins High, Shelby County

(All photos courtesy of Bill Forsyth, KTA)

with all of those students taking home the "All Star Cast" Award. Performances recognized this year were:

- ◇ Will Stone (Owensboro High)
- ◇ Dakota Dean (Corbin High)
- ◇ Wilson Shirley (Paul Laurence Dunbar High, Fayette Co.)

- ◇ The whole Chorus of *Antigone* (Martha Lane Collins High, Shelby Co.)
- ◇ *The Complete Works* cast (Dylan Crow, Nate Johnson and Max Searcy of Danville High)
- ◇ Marisa Chamblee (Shelby County High)
- ◇ Ashley Moss (Taylor County High)
- ◇ Alex Zee (Madison Central High)
- ◇ Tim Hall (Perry County Central High)
- ◇ Peyton Lightfoot (Atherton High, Jefferson Co.)
- ◇ Spencer Smith (Bardstown High)
- ◇ Katrina Blankenship (Mercer Senior High)

(continued on page 7...)



KTA Awards ceremony at Newlin Hall, Centre College, Danville

Kentucky Theatre Association One Act Plays Festival



A major part of any "road" production is the arrival at the theatre's loading entrance.

The annual awards for best acting were shared between Corbin High and Owensboro High. Corbin took home Best Supporting Actress for Katie Noble and Best Actor for Evan Baylor. For Owensboro High, the awards were for Best

Supporting Actor, Steffon Clark, and Best Actress, Grae Greer.

The awards for best productions are always announced in reverse order at the closing awards ceremony on Saturday evening. This year the award for the second runner-up was a tie between Danville High for *The Complete Works of Shakespeare* and Martha Layne Collins High (Shelby County) for *Antigone*. The two schools that will represent Kentucky

costs of taking their productions to the regional festival. Mark Charney, a board member of SETC, was on hand to congratulate the winning productions and welcome them to the spring festival.

Adjudicators for this year's festival were Jacob Stoebe, Actors Theatre of Louisville Education Department; Amy Kisling, Lexington Children's Theatre Education Department; Matthew Lewis Johnson; and Tegan City.

The Kentucky Theatre Association's annual conference is held in November of each year and rotates geographically across the Commonwealth; in 2011 the conference will be in the western section of Kentucky. In addition to the high school festival, there is also a day-long professional development workshop for K-12 teachers, a community theatre festival, a new play festival and an award given to an organization or individual recognized for transforming Kentucky through theatre. Information about KTA's programs and registration information for the high school festival can be found at www.theatreky.org.

(...continued from page 6)

- ◇ Sara Elliott (Model Laboratory High, Madison Co.)
- ◇ Kimber Turner (Knox Central High)
- ◇ Syreta Griggs (North Hardin High)
- ◇ Taylor Cusick (Harlan County High)

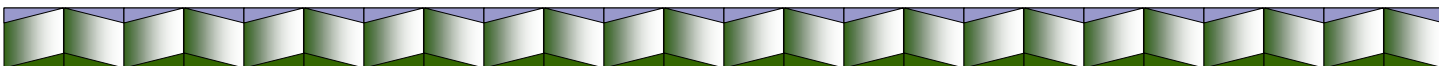
Additional discretionary judges awards were:

- ◇ Most Ambitious Production: Harlan County High School for *The Legend of Sleepy Hollow*
- ◇ Most Original Use of Light: Taylor County for *Kaleidoscope*
- ◇ All in the Timing: James McClure for *Sure Thing* by Madison Central High
- ◇ Oh The Places You Went: Shelby County High for *The Seussification of Romeo and Juliet*

at the SETC Festival in March 2011 are first runner-up Paul Laurence Dunbar High (Fayette County) with *Women and Wallace* and Owensboro High with *Jenny St. Joan*. KTA presents the winning schools with cash awards to help them with the



Back stage preparations



Kentucky Teacher Now Online

Kentucky Teacher, the Kentucky Department of Education's (KDE's) flagship publication since 1992, is now an online publication.

The publication may be accessed in its new format at <http://www.kentuckyteacher.org>.

Produced by KDE's Division of Communications and Community Engagement, *Kentucky Teacher* is the agency's primary direct communications tool for teachers. The publication is designed to provide professional development through examples of outstanding classroom instruction, information on state and federal policies and requirements, and announcements

of activities and resources for educators.

"The online incarnation of *Kentucky Teacher* promises to be more vibrant, layered and useful to our primary target audience – the public school teachers of Kentucky," said Stephanie Siria, editor of the publication. "Providing *Kentucky Teacher* in this electronic format will enable more interactive, two-way communications between KDE and educators."

From 1992 until now, *Kentucky Teacher* was presented as a paper publication and mailed directly to the homes of approximately 50,000 subscribers, including the state's public school teachers, administrators, parent

members of school-based decision making councils, elected officials and others. The publication does not accept advertising.

The move to an online format is expected to generate savings of approximately \$135,000 per year in printing, mailing and postage costs. The online format also will enable immediate updates and information to be published.

Some features of the paper publication will continue in the online version, including Commissioner's Comments, Bulletin Board and articles about high-quality teaching practices. New features include archived features, opportunities for feedback on items and RSS feed availability.

Commentary: How the Arts Lay a Foundation for Learning

Kathran Siegel, art teacher, Philadelphia School District, as first appeared in Education Week on November 3, 2010. Reprinted with permission from the author.

Children need to develop from the inside out. They must learn skills for dealing with the challenges they face at the same time they are gathering information about the world around them. We tell ourselves a lie of convenience when we support the belief that children who can score well on standardized math and reading exams are being equipped for life. Even if we overlooked the shortcomings of testing as a measure of learning, a single-minded focus on reading and math would not be a cure for what ails children in the nation's poorest-performing schools. Why do leaders try to fool us into believing that it is?

Successful adults set goals. They have learned how to delay gratification in order to end up with something more. Adults have patience, and the mental focus to think a problem through and

establish a strategy for achieving a desired end. Experience teaches them to break problems down, so that they can accomplish, incrementally, the otherwise overwhelming. As adults, they are able to harness frustration, using it to drive themselves toward their goals. Earlier successes contribute to the emotional resources that keep them from becoming too easily discouraged.

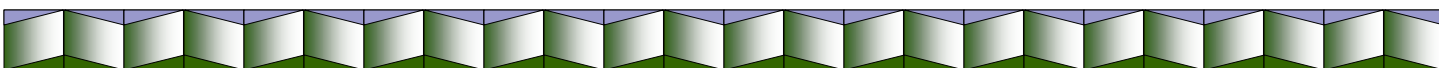
Although these qualities may be associated with maturity, their foundation is laid in early childhood. Educators know that problem-solving skills must be taught. They do not develop in the same, natural way that sexuality does after puberty, or graying hair in later life.

The development of a capacity to break down tasks, the ability to listen, to analyze, to plan, to set goals, and to delay rewards must be taught to children beginning at an early age and continue throughout their K-12 schooling. These necessary tools for learning are not the same thing as IQ. It is possible to have a high intelligence quo-

tient while lacking the ability to focus on and stick with a problem long enough to learn anything from it. What I see in my inner-city Philadelphia students is not the absence of IQ, but a lack of problem-solving skills. Even the brightest of them often fall behind because of their need to have everything immediately, or not at all.

This problem has been studied, but is not yet being dealt with adequately by educators and policymakers. A May 18, 2009, [New Yorker article](#) on "the secret of self-control," for example, discussed the research of Walter Mischel, who, beginning in the late 1960s, in association with Stanford University, experimented with children's ability to delay gratification. Following his subjects later in their lives, Mischel found a direct correlation between a child's ability to delay gratification by exhibiting self-control, and his or her success in life. Mischel suggested that children could be taught different strategies for developing such patience and control.

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Commentary: How the Arts Lay a Foundation for Learning

(...continued from page 8)

When I was first drawn to education in the early 1970s, schools thought of mastering problem-solving skills as a key developmental marker and called it "readiness." By fostering readiness, federal

Head Start programs helped equalize the opportunities of preschool-age children of different income levels, assuring that each child had a chance to benefit from education, once he or she entered kindergarten. President Barack Obama has called for more Head Start programs, and more Early Head Start programs aimed particularly at poor urban families. Research has shown that these programs work. But it also indicates that by the 3rd grade, any head start that an urban child living in poverty has been given is in danger of fading away, a phenomenon referred to as "Head Start fade-out."

My work in Philadelphia schools convinces me that maintaining and strengthening this foundation is a natural function of the art process. Yet in many urban districts—including Philadelphia, where many schools now include an art teacher—the importance of the subject is minimized, and teaching time is tragically curtailed.

Student burnout continues to present itself as a remarkable behavioral shift, and characteristically takes place between 2nd and 3rd grade. The same child who was alert and receptive a year earlier has, by the 3rd grade, too often become either unwilling or unable to focus. The desire to learn and the excitement over mastering something new remains, but the child becomes impatient, and his or her ability

to focus and to listen sharply declines. If success does not come fast, receptivity shuts down. Each year that this continues, the child falls further behind,

As part of any solution, children must be engaged in the development of problem-solving skills, which provide a means of coping with challenges.

lacking the attitudinal skills that could provide rescue. The situation becomes vastly more critical during the middle school years. This is a challenge passed along to the next year's teacher, who is held accountable for that child's performance. Even remediation is difficult when the now-older student's foundational-learning readiness has been eroded.

As part of any solution, children must be engaged in the development of problem-solving skills, which provide a means for coping with challenges. For years, arts educators have been defending their place in the schools, insisting that art-making inculcates these skills, preparing children to better deal with real-life choices. Perhaps we have failed to explain exactly what problem-solving skills are, because this defense seems to have had little impact on how arts educators are utilized in K-8 schools.

In Philadelphia, the arts are utilized within the school community as a "prep," or break-time activity, presented to some students and not others. The arts are not given anything like equal weight in the curriculum. Unlike in math and reading, solu-

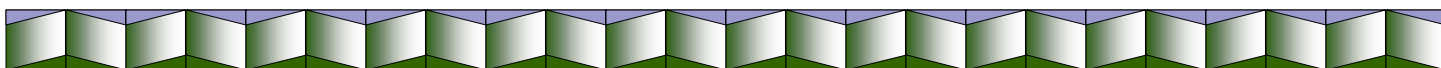
tions in the arts are open-ended. They do not lend themselves to today's testing model. Children benefit from seeing how the visual-art, music, theater, or dance teacher finds positive solutions to problems. And knowing just how far a particular child can be pushed toward an outcome, the arts teacher pushes the child a little further. Children have no idea yet of how much they can accomplish. They need to surprise themselves.

As children hone their problem-solving ability, they are also strengthening their character.

We need a curriculum that integrates these developmental markers, which have been neglected in our poor urban population of children, with a challenging academic program. Diluting the arts educator's value within a school community is a tragic waste and costly for our children.

Reading and math skills supplement the foundation from which a person is equipped to face the world. They do not provide the tools for becoming a whole person. What makes teaching to the test seductive is that it has been packaged as a clean, easy solution to a messy problem. But it is a ruse that will come back to haunt us, as these children step into a world where the test is evasive and the answers are constantly changing.





Kentucky Arts Council selects 20 high schools to participate in Poetry Out Loud



The Kentucky Arts Council has selected 20 high schools to participate in the state competition for the Poetry Out Loud National Recitation Contest, sponsored by the National Endowment for the Arts and the Poetry Foundation. This is the sixth year of the program, which encourages high school students to learn about great poetry through memorization and recitation.

Poetry Out Loud uses a pyramid structure that begins at the classroom level. Winners advance to school-wide competition, then to the state competition and ultimately to the national finals. Last year, more than 300,000 students participated in the Poetry Out Loud program in 56 states and U.S. territories.

The winner of the Kentucky state finals, to be held in March 2011 in Frankfort, will receive \$200 and an all-expenses-paid trip with an adult chaperone to Washington, D.C., to compete for the national championship. The state winner's school will receive a \$500 stipend for the purchase of poetry books. The first runner-up will receive \$100, with \$200 going to his or her school library. The program culminates with the national finals in Washington, D.C., on April 29, 2011. A total of \$50,000 in awards and school stipends will be awarded at the national finals.

This year the arts council received a state travel grant from the Mid Atlantic Arts Foundation to increase the range of outreach across the Commonwealth. Mid Atlantic Arts Foundation is honored to provide travel support for regional and state finals of Poetry Out Loud in partnership with the National Endowment for the Arts.

The selected schools are:

School	School District
Allen County Scottsville High	Allen Co.
Ballard High	Jefferson Co.
Beechwood High	Beechwood Ind.
Bell County High	Bell Co.
Boyd High	Boyd Co.
Butler High	Jefferson Co.
Grant County High	Grant Co.
Harlan County High	Harlan Co.
Hart County High	Hart Co.
Jackson City School	Jackson Ind.
Jenkins Independent School	Jenkins Ind.
Leslie County High	Leslie Co.
Lone Oak High	McCracken Co.
Mercer County Senior High	Mercer Co.
Ohio County High	Ohio Co.
Paul Laurence Dunbar High	Fayette Co.
Pikeville High	Pikeville Ind.
Pineville High	Pineville Ind.
Russell County High	Russell Co.
Western Hills High	Franklin Co.

For additional information about Poetry Out Loud in Kentucky, contact Carrie Nath at carrie.nath@ky.gov or (502) 564-3757, ext. 486. For a general overview of the Poetry Out Loud National Recitation Contest, go to: www.poetryoutloud.org.

The [Kentucky Arts Council](http://www.kentuckyarts.org), the state arts agency, creates opportunities for Kentuckians to value, participate in and benefit from the arts. Kentucky Arts Council funding is provided by the Kentucky General Assembly and the National Endowment for the Arts.

www.youtube.com/user/KYArtsCouncil#p/a/u/0/IIi8xd-0fnc

Need to Know News

These opportunities are compiled from various resources and are not necessarily sponsored by the Kentucky Department of Education. Please contact the sponsoring agency for more information.

Kentucky Music Educators Association

February 9-12, 2011
Louisville
<http://www.kmea.org/>

Senate Bill 1 Informational Modules Available

KET & e-Learning Kentucky collaborated and produced seven self-paced, media rich, online modules addressing the components of 2009's Senate Bill 1. Each of these modules is eligible for one hour of PD or EILA credit. A certificate is furnished upon successful completion.

The audience for these modules is P-12 educators, higher education educators, parents of students, and Kentucky citizens. Module #1 is an overview of Senate Bill 1 and the implications for Kentucky's educational system.

Go to the [KET website](#), register or log in to the Teacher's Domain and then view "Senate Bill 1: Transforming Education in Kentucky" online professional development.

Oral Health Poster Contest



Kentucky 3rd and 4th graders can help in the effort to improve the state's oral health awareness by participating in a Delta Dental of Kentucky-sponsored poster contest.

The overall state winner will be honored with a \$500 savings bond during February's National Children's Dental Health Month, while the winner's entire class will receive \$1,000 toward an educational field trip of their choice. Regional first-place winners will receive \$250 savings bonds, and regional second-place winners will receive

Arts Education Questions?

Contact your KDE Arts and Humanities Consultant, Robert Duncan, (502) 564-2106, or e-mail robert.duncan@education.ky.gov.

\$100 savings bonds.

The deadline for poster entries is December 31.

For more information on contest rules and how to enter, please contact Nick Clark at (502) 589-7711 or nclark@bch.com.

Arts Edge Website Redesigned

Verizon Thinkfinity Partner, the John F. Kennedy Center for the Performing Arts has released of a fully-redesigned website for teaching and learning in the arts: the new [ARTSEDGE](#). Arts-active families, students and educators will find a wealth of resources that include a fully updated digital library containing interactive resources, audio stories, lesson plans and activities.

Designed to support K-12 teaching and learning in the classroom, at home and beyond, ARTSEDGE offers something for anyone interested in expanding their knowledge of the arts.

Explore the thousands of FREE educational resources available on Thinkfinity.org, sign up for [A Tour of ART-SEDGE](#) webinar or find out what other educators are saying about the new ART-SEDGE in the [Thinkfinity Community](#).



Railroad Exhibit

Danville's Community Arts Center is bringing trains and railway folklore to central Kentucky like never seen before. Private model train collections

that have been years in the making and pieces of railroad history will be on display January 5 - February 27, 2011. Presented with the arts in mind, this multi-dimensional exhibit will engage children's interest in the arts as they explore a "track record" of model trains and railway folklore never seen



before. More than ten creative stations will lead participants through the exhibit as they watch, hear and play with their own train creations inspired by the incredible history of the railway. The facility will be filled with train history, music and folklore, including a rail simulator that will bring it all to life. The center is open Wednesday through Sunday. Related K-4 lesson plans, which meet Kentucky *Core Content* requirements for arts & humanities, music, reading and social studies, are available [here](#).

Admission is \$6 for adults, \$4 for children and \$5 for seniors. A special field trip admission is \$3. All proceeds benefit the CAC. To schedule your class field trip to the Community Arts Center any Wednesday, Thursday or Friday in January/February 2011, please visit <http://communityartscenter.brownbookkit.com/schedules>.

For questions related to field trips, please contact Education Coordinator Nancy Martindale at fieldtrip@communityartscenter.net or (859) 236-4054.

More Need to Know News

These opportunities are compiled from various resources and are not necessarily sponsored by the Kentucky Department of Education. Please contact the sponsoring agency for more information.

Arts Academies Planned

Each academy is a one-week arts education professional development seminar for teachers. The academies are led by master artist-educators who are experienced professional development trainers and who have a thorough knowledge of Kentucky's core standards in their art form with connections to other content areas. Each academy will include a specially designed arts-infused field trip.

[Click here to watch a video about the Arts Academies.](#)

Plans are underway for the five-day Arts Academies in June 2011, pending approval and funding through the Kentucky Department of Education. Teachers attending the academies will receive \$500 stipends and KET Arts Toolkits.

PLEASE NOTE: Application dates will be announced – and application forms made available – on the [Kentucky Center for the Performing Arts](#) Web page in January 2011.

- ◇ **June 13-17 NEW! Next Generation Academy: Integrating Social Studies, the Arts & Technology**
Location: KET, Lexington
Field Trip: Ashland, the Henry Clay Estate
- ◇ **June 20-24 Arts Academy for Music & Dance**
Location: Corbin
Field Trip: TBA
- ◇ **June 20-24 Arts Academy for Drama & Visual Art**
Location: Bowling Green
Field Trip: TBA

Questions? Contact Jeffrey Jamner at jjamner@kentuckycenter.org (e-mail preferred) or (502) 562-0703.

Teen Video Contests

These two programs offer great opportunities for cash prizes and national television exposure for youth and, more importantly, they are forums that will get youth talking about the dangers of underage drinking and substance abuse.



The Kentucky State Police supports these programs through the Office of Juvenile Justice and Delinquency Programs ([OJJDP](#)) funding, and they are both proven successful projects. Videos are accepted for both projects from any Kentucky location.

- ◇ **The Keep It Real Program**
<http://www.keep-it-real.us/home.php>. Deadline for entries is December 14. For more information, contact Sherry H. Bray, Kentucky State Police Headquarters, Public Affairs Branch, at (502) 782-1781.
- ◇ **The Reel Action Program**
<http://reelactionky.com/>. Deadline for entries is January 17, 2011. For more information, contact Jackie Engle at jengle@sevencounties.org or at (502) 439-4591.

Teacher Initiated Program Grants

The Teacher Initiated Program helps teachers bring professional artists into

Kentucky schools for one-, two-, three- or four-week residencies. **Deadline is January 15, 2011.** Contact the [Kentucky Arts Council](#) for more information.

National Symphony Orchestra in residence in Kentucky

The National Symphony Orchestra's 2011 American Residency in Kentucky is Feb. 17 to Feb. 25. The orchestra will perform major concerts in Louisville, Florence, Owensboro, Paducah, Lexington and Somerset and participate in more than 100 educational, outreach and performance activities throughout the Commonwealth. Check with the [KAC](#) for updates.

Kentucky Historical Society Adopts Seasonal Public Hours

The KHS history campus, which includes the Thomas D. Clark Center for Kentucky History, the Old State Capitol and the Kentucky Military History Museum at the Old State Arsenal, will close to the public from December 12, 2010, through March 11, 2011. KHS will be available to schedule visits for groups of 10 or more people with at least seven days notice of the visit during this period. Outreach programming including the KHS History Mobile, Kentucky Junior Historical Society/ National History Day program and KHS Museum Theatre also will be ongoing.

